

## **BENNETTSTVILLE ELEMENTARY**

801 Country Club Dr.  
Bennettsville, SC 29512

**GRADES** 3-5 Elementary School

**ENROLLMENT** 559 Students

**PRINCIPAL** Mrs. Gloria Dudley 843-479-5938

**SUPERINTENDENT** Dr. David A. Sherbine 843-479-4016

**BOARD CHAIR** Mr. Ronald B. Henegan 843-479-7838

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	16	66	32	2

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No

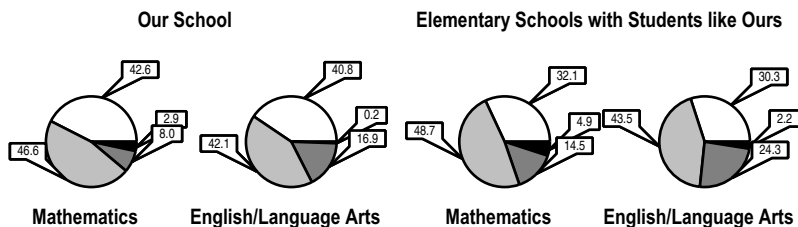
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	563	99.8	40.4	41.9	17.5	0.2	28.2	Yes	Yes
<b>Gender</b>									
Male	299	100.0	46.4	41.1	12.5	0.0	20.7		
Female	264	99.6	33.7	42.9	23.0	0.4	36.5		
<b>Racial/Ethnic Group</b>									
White	102	100.0	30.5	44.2	24.2	1.1	41.1	Yes	Yes
African-American	453	99.8	43.1	41.0	15.9	0.0	25.2	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	474	100.0	37.4	44.3	18.0	0.2	30.7		
Disabled	89	98.9	56.6	28.9	14.5	0.0	14.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	563	99.8	40.4	41.9	17.5	0.2	28.2		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	563	99.8	40.4	41.9	17.5	0.2	28.2		
<b>Socio-Economic Status</b>									
Subsidized meals	476	99.8	43.4	41.4	15.0	0.2	25.3	Yes	Yes
Full-pay meals	82	100.0	23.1	44.9	32.1	0.0	44.9		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	562	100.0	42.1	46.4	8.3	3.2	22.7	Yes	Yes
<b>Gender</b>									
Male	299	100.0	47.1	41.4	8.9	2.5	20.4		
Female	263	100.0	36.5	52.0	7.5	4.0	25.4		
<b>Racial/Ethnic Group</b>									
White	102	100.0	36.8	40.0	17.9	5.3	36.8	Yes	Yes
African-American	452	100.0	43.6	47.6	6.3	2.6	19.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	474	100.0	37.2	50.6	9.1	3.1	25.6		
Disabled	88	100.0	68.7	24.1	3.6	3.6	7.2	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	562	100.0	42.1	46.4	8.3	3.2	22.7		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	562	100.0	42.1	46.4	8.3	3.2	22.7		
<b>Socio-Economic Status</b>									
Subsidized meals	475	100.0	44.3	46.5	7.0	2.2	19.8	Yes	Yes
Full-pay meals	82	100.0	29.5	46.2	15.4	9.0	39.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	183	98.9	33.9	46.0	19.5	0.6	20.1
	<b>Grade 4</b>	203	99.0	49.5	36.5	14.1	N/A	14.1
	<b>Grade 5</b>	203	100.0	59.9	35.0	5.1	N/A	5.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	182	100.0	26.9	46.3	26.3	0.6	26.9
	<b>Grade 4</b>	180	100.0	50.6	39.3	10.1	N/A	10.1
	<b>Grade 5</b>	203	99.5	42.4	46.5	11.1	N/A	11.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	183	100.0	38.1	55.7	6.3	N/A	6.3
	<b>Grade 4</b>	203	100.0	47.7	44.0	6.2	2.1	8.3
	<b>Grade 5</b>	203	100.0	60.9	32.0	7.1	N/A	7.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	182	100.0	28.6	57.1	10.9	3.4	14.3
	<b>Grade 4</b>	180	100.0	47.8	43.8	7.3	1.1	8.4
	<b>Grade 5</b>	203	100.0	48.0	42.9	5.1	4.0	9.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 559)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	1.6%	Down from 2.0%	3.8%	2.7%
Attendance rate	95.7%	No change	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.5%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.1%		5.3%	3.5%
Eligible for gifted and talented	4.4%	Down from 5.2%	6.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.8%	Up from 13.5%	8.3%	8.2%
Older than usual for grade	2.3%	Down from 2.7%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.1%	Up from 0.8%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	54.1%	Down from 57.9%	48.1%	51.4%
Continuing contract teachers	89.2%	Down from 92.1%	82.4%	87.5%
Highly qualified teachers**	91.3%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		2.8%	0.0%
Teachers returning from previous year	91.2%	Up from 88.5%	84.1%	86.7%
Teacher attendance rate	95.3%	Up from 95.1%	94.8%	94.9%
Average teacher salary	\$40,141	Up 2.0%	\$40,109	\$40,760
Prof. development days/teacher	15.8 days	Down from 20.1 days	13.3 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.0 to 1	17.5 to 1	18.9 to 1
Prime instructional time	87.7%	Down from 88.5%	89.4%	90.0%
Dollars spent per pupil*	\$5,925	Up 19.3%	\$6,511	\$6,044
Percent of expenditures for teacher salaries*	61.8%	Down from 66.0%	64.9%	65.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	85.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Bennettsville Elementary School is a place where the faculty and staff continue to work together to strive to engage students in academically challenging activities. These activities will ultimately develop individuals who will become productive citizens in our community.

We have shown gains on the Palmetto Achievement Challenge Test, however; we realize that we must show continued improvement in larger numbers. As we regularly analyze the data acquired throughout the year, we continue to use that information to improve student achievement. Through team collaboration, our teachers and paraprofessionals work together to develop the most appropriate, measurable best practices for our students. The federal initiative, No Child Left Behind, has forced us to look at every subgroup in our school to ensure that the necessary instruction and support are in place for every child at BES.

In addition to providing our students with a structured, aligned, standard-based curriculum, we also have a strong incentive program that recognizes and rewards students for their successes. Each month, students are recognized as "Deserving Students" for their commitment in doing their best academically as well as displaying a positive attitude. For all students having "0" referrals at the end of the school year, a very special PROM was sponsored. PACT night is another awards incentive given to recognize students. ALL students who passed the Reading and Math portions of the PACT were recognized and formally thanked by the superintendent at an assembly which included students and their families. Next year, the science and social studies will be included in the requirements.

We have programs in place to encourage parental involvement. On Accelerated Reading Night, which coincides with Dr. Seuss' birthday, parents are invited to come out and participate in an evening of reading and other activities. Accelerated Math Night also allows parents an opportunity to participate in some of the same activities their children participate in during a normal school day. The support from the parents has been overwhelming. We will continue our efforts to keep parents well informed and involved in the education of the students. We need all of our stakeholders to make a commitment to give the very best of themselves to the students who depend on them for leadership and guidance.

Mrs. Gloria Dudley, Principal

Mrs. Edith Bridges, SIC President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	32	175	129
<b>Percent satisfied with learning environment</b>	83.9%	79.8%	74.2%
<b>Percent satisfied with social and physical environment</b>	65.6%	80.9%	65.1%
<b>Percent satisfied with home-school relations</b>	33.3%	90.2%	59.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.